DOCUMENT RESUME

ED 332 055 CG 020 482

AUTHOR Abbey, Nancy; Wagman, Ellen
TITLE Saying No to Tobacco: A Teacher's Guide.
REPORT NO ISBN-0-941816-38-9
PUB DATE 87
NOTE 75p.; For other books in this series, see CG 020 483-490.
AVAILABLE FROM Network Publications, 1700 Mission Street, Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830 ($11.95).
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Adolescents; Behavior Modification; Cognitive Restructuring; Drug Abuse; Health Education; Intermediate Grades; Junior High Schools; Junior High School Students; Peer Influence; *Preadolescents; *Prevention; *Smoking; *Tobacco

ABSTRACT

This teacher's guide is part of a series of three interactive books on tobacco, alcohol, and marijuana; three informational books containing parallel content; and three teacher guides designed to give students in grades five through eight practice in using the information and skills presented in the books. The guide provides teachers with a structured sequence of classroom activities to augment the information and skills presented in the interactive and informational books about tobacco. The goal of books and curriculum is to prevent tobacco use by preadolescents. A reading component suggests options for having students read the interactive and/or informational books about tobacco. Nine 45-minute lesson plans are included for students to participate in after having read the books. Each lesson consists of activities in which refusal skills are taught, modeled, and practiced. Homework assignments and review quizzes are included to help students internalize information and skills. Also included are a curriculum outline, curriculum alternatives, background information about tobacco, and a discussion of the cognitive-behavioral approach taken in the series. The appendix contains instructions for implementing a substance unit covering all three topics of tobacco, alcohol, and marijuana, and suggests ways to integrate the reading components for alcohol and marijuana in the 9-day series of lesson plans. (NB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

SAYING NO TO TOBACCO

ED332055

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Stephen Bugnell

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A TEACHER'S GUIDE

Nancy Abbey and Ellen Wagman
Network Publications

BEST COPY AVAILABLE

CG 020432

IT'S YOUR CHOICE
Nonfiction Series
by David R. Stronck

Alcohol: The Real Story
Tobacco: The Real Story
Marijuana: The Real Story

IT'S YOUR CHOICE
Fiction Series
by Christine DeVault and Bryan Strong

Serena's Secret (Alcohol)
Danny's Dilemma (Tobacco)
Christy's Chance (Marijuana)

IT'S YOUR CHOICE
Teacher's Guides
by Nancy Abbey and Ellen Wagman

Saying No to Alcohol
Saying No to Tobacco
Saying No to Marijuana

Attention: Schools and Organizations

IT'S YOUR CHOICE books are available at quantity discounts with bulk purchase for educational, business or promotional use. For information, please write or call:

Special Sales Department
Network Publications
A Division of ETR Associates
P.O. Box 1830
Santa Cruz, CA 95061-1830
(408) 429-9822

Saying No to Tobacco

Nancy Abbey and Ellen Wagman

To accompany *Danny's Dilemma* and/or *Tobacco: The Real Story*

Network Publications • a division of ETR Associates
Santa Cruz • CA • 1987

Library of Congress Cataloging-in-Publication Data
Abbey, Nancy, 1933-
Saying no to tobacco.

Summary: Provides a structured series of classroom activities designed to augment the information and skills presented in the related books "Danny's Dilemma" and "Tobacco: The Real Story."
1. Smoking--Juvenile literature. 2. Tobacco habit--Juvenile literature. [1. Smoking. 2. Tobacco habit. 3. Conduct of life] I. Wagman, Ellen. II. Title.
HV5745.T 1987 362.2 87-20221
ISBN 0-941816-38-9

Copyright © 1987 by Network Publications, a division of ETR Associates. All rights reserved.

Except as permitted under the United States Copyright Act of 1976, no part of this publication may be reproduced or distributed in any form or by any means, or stored in a data base or retrieval system, without the prior written permission of the publisher.

For more information contact:
Network Publications
P.O. Box 1830
Santa Cruz, CA 95061-1830
(408) 429-9822

ISBN 0-941816-38-9

Table of Contents

Preface	i
Introduction	1
Curriculum Objectives	1
How to Use the Curriculum	1
Curriculum Outline	2
Curriculum Alternatives	3
Information About Tobacco	4
Educational Approach	5
Reading Component	7
Lesson 1: Facts and Pressures	11
Lesson 2: Saying No	19
Lesson 3: The Broken Record	27
Lesson 4: Saying No Practice	33
Lesson 5: Fogging	37
Lesson 6: Delaying	43
Lesson 7: Positive Self-Talk	51
Lesson 8: Saying No Role Plays, Part 1	59
Lesson 9: Saying No Role Plays, Part 2	65
Appendix: Curriculum Options	67
Bibliography	71

Preface

Parents, schools and communities are continually seeking ways to reduce substance abuse by our country's youth. Each year 8,000 young people are killed in auto accidents involving alcohol. The use of alcohol and other drugs by youth often leads to problems with family and school and trouble with the law. The connection between tobacco use and health problems is becoming clearer every day.

In response, substance abuse prevention programs have been an important part of the public school's health curriculum since the 1960s. The approach of these programs, however, has changed with each decade. In the 1960s, programs were based on informing students about the possible consequences of substance abuse. In the 1970s, the focus was on helping students clarify their values concerning those substances. Today, the emphasis is on teaching skills and strategies for resisting pressures to use substances.

Regardless of the approach, the challenge is to find a method that personalizes the information in a way that youth can relate to their daily lives.

With this challenge in mind, Keneko Communications, Inc., Santa Cruz, CA was funded by the National Institutes of Health, Public Health Service, Department of Health and Human Services, to develop children's books in three areas: tobacco, alcohol and marijuana. In order to personalize the information, an interactive format would be used. This format would be evaluated in relation to a more traditional or informational format that would accompany the interactive books.

Three interactive books, *Danny's Dilemma* (tobacco), *Serena's Secret* (alcohol) and *Christy's Chance* (marijuana) and three informational books, *Tobacco: The Real Story, Alcohol: The Real Story* and *Marijuana: The Real Story,* containing parallel content, were written as part of Keneko Communications' substance abuse prevention project. In addition, the project called for the development of three teacher's guides, *Saying No to Tobacco, Saying No to Alcohol* and *Saying No to Marijuana,* to give students practice in using the information and skills presented in both types of books.

This curriculum and the accompanying books are the culmination of the efforts of a large number of talented people from different disciplines.

The evaluation research was conducted by Claire Brindis, DrPH, Institute for Health Policy Studies, University of California, San Francisco; Martin V. Covington, PhD, University of Cali-

fornia, Berkeley; and Nancy Adler, PhD, University of California, San Francisco, with assistance from Mary Hughes Stone and Patricia Brown.

Several specialists on substance abuse prevention contributed their expertise to the development of the books and curriculum. These people deserve special credit:

Robert N. Collins, EdD
Curriculum Coordinator/Project Director
Hutchinson Smoking Prevention Project
The Fred Hutchinson Cancer Research Center
Seattle, WA

Robert S. Hirschman, PhD
Psychologist
Mount Sinai Medical Center
University of Wisconsin Medical School
Milwaukee, WI

Terrence C. Janicki, PhD
Staff Scientist
The Fred Hutchinson Cancer Research Center
Seattle, WA

Linda McDaniel
National Teacher-Trainer
Growing Healthy Project
Van Buren Public Schools
Van Buren, AR

Kathleen Middleton
Director, California Office
National Center for Health Education
Concord, CA

Kay Nation
Program Director
Rocky Mountain Center for Health Promotion Education
Health Promotion and Education
Northglenn, CO

Carl J. Nickerson, EdD
President
Comprehensive Health Education Foundation
Seattle, WA

Nancy Renick
Director of School Health
National Center for Health Education
New York, NY

Brewster Robertson
Director of Marketing
Charlotte Drug Education Center
Charlotte, NC

Russell Sciandra
Senior Training Technician in Cancer Education
Cancer Information Service
Roswell Park Memorial Institute
Buffalo, NY

Sheila Faye Tarbet, PhD
Project Director
Center for Human Development
Lafayette, CA

Introduction

Curriculum Objectives

Saying No to Tobacco has been written to provide teachers with a structured sequence of classroom activities for fifth to eighth grade students to augment the information and skills presented in *Danny's Dilemma* and *Tobacco:The Real Story*. The goal of both the books and the curriculum is to prevent the use of tobacco by preadolescents.

Upon completion of the curriculum students will be able to:

1. Demonstrate different tactics for saying no to tobacco.
2. Explain reasons not to use tobacco.
3. Identify a peer support network to reaffirm the nonuse of tobacco.
4. State an intention not to use tobacco.

How to Use the Curriculum

Saying No to Tobacco begins with a reading component that suggests several options. You can choose to have your students read both the interactive book (*Danny's Dilemma*) and the informational book (*Tobacco: The Real Story*). Or you can choose to have your students read either book. (See "Reading Component Options" in the curriculum outline below.)

After students have read the book(s), they will participate in nine 45-minute lessons. Each lesson consists of 2-3 activities in which refusal skills are taught, modeled and practiced. Homework assignments and review quizzes are included to help students internalize the information and skills presented.

Curriculum Outline

Reading Component:

Flexible time: 1 to 5 days (depending on student ability and in-class or homework reading time).

Options:

1. Read both informational and interactive books in class. Conduct a feedback discussion after each book.
   Classtime: 1 to 2 days--informational book, 2 to 3 days--interactive book
2. Read both books as homework. Conduct class feedback discussions after each book.
   Classtime: 1 day--informational book, 1 day--interactive book
3. Read only one book (interactive or informational) in class or as homework and discuss.
   Classtime: 1 to 3 days

Lesson 1: Facts and Pressures

• Review Information	15 minutes
• Introduce Case Study	15 minutes
• Discuss Reasons Why	10 minutes
• Introduce Homework	5 minutes

Lesson 2: Saying No

• Discuss Homework	5 minutes
• Develop Peer Support Concept	10 minutes
• Identifying Clear No Statements	5 minutes
• Model Saying No	5 minutes
• Practice Saying No	20 minutes

Lesson 3: The Broken Record

• Define Broken Record	10 minutes
• Practice Broken Record	20 minutes
• Review Techniques	15 minutes

Lesson 4: Saying No Practice

• Review Clear No Statements	15 minutes
• Review Broken Record	15 minutes
• Reinforce Reasons Not to Use	15 minutes

Lesson 5: Fogging

• Discuss Homework #2	10 minutes
• Define Fogging	10 minutes
• Practice Fogging	25 minutes

Lesson 6: Delaying

• Define Delaying	10 minutes
• Practice Delaying	20 minutes
• Review	15 minutes

Lesson 7: Positive Self-Talk

• Define Negative Self-Talk	10 minutes
• Define Positive Self-Talk	10 minutes
• Practice Changing Negative Self-Talk	15 minutes
• Discuss Learning from Our Actions	10 minutes

Lesson 8: Saying No Role Plays

• Discuss Homework #3	5 minutes
• Introduce Role Play Assignment	15 minutes
• Prepare Role Plays	25 minutes

Lesson 9: Saying No Role Plays

• Prepare for Role Plays	10 minutes
• Give Role Plays	35 minutes

☐ Curriculum Alternatives

Two identical curriculum units for alcohol and marijuana with companion interactive and informational books are also available. *Saying No to Alcohol* is accompanied by *Serena's Secret* (interactive) and *Alcohol: The Real Story* (informational); *Saying No to Marijuana* is accompanied by *Christy's Chance* (interactive) and *Marijuana: The Real Story* (informational).

If you wish to implement a substance abuse unit covering all three topics, see the Appendix for suggestions of ways to integrate the reading components for alcohol and marijuana in the 9-day lesson plan.

Information About Tobacco

One of the first steps in the development of *Saying No to Tobacco, Danny's Dilemma* and *Tobacco: The Real Story* was the collection of information about tobacco. Facts about tobacco, possible consequences of its use, reasons why young people do and don't use tobacco and strategies for preventing use were collected with assistance from the content specialists cited in the preface.

This outline is included to provide you with background information.

General Information About Tobacco Use

1. Cigarette smoking is psychologically and physically addictive. Current strategies for quitting smoking are only 50% effective.
2. Cigarettes are dangerous because they contain or produce poisonous substances (e.g., tar and nicotine).
3. Smoking can cause cancer of the lungs, mouth, esophagus, nasal cavities; chronic bronchitis; emphysema and heart attacks.
4. Chewing tobacco may be just as harmful as smoking it.
5. Smokers have elevated heart rates.
6. Smoking is dangerous to unborn children.
7. Smoking is becoming less socially acceptable.
8. Second-hand smoke is annoying and dangerous to nonsmokers.

Possible Consequences of Tobacco Use

1. Smoking causes bad breath and destroys sense of smell and taste.
2. Smoking can cause teeth and fingers to turn yellow.
3. Addiction to tobacco (both smoking and chewing).
4. Cigarette holes burned in clothing, car seats and furniture.

Reasons Why Many Young Teens Don't Use Tobacco

1. Peers do not use tobacco.
2. Their parents don't use tobacco.
3. Smoking makes people less attractive to the opposite sex (bad breath, smell in hair and clothing).
4. Smoking is generally less acceptable in today's society. (The majority of people in the United States do not smoke.)
5. Tobacco is expensive.
6. They don't like the taste of cigarettes or tobacco.
7. They know tobacco is dangerous.

Reasons Why Some Young Teens Do Use Tobacco

1. Pressure by peers to use tobacco.
2. Parents and/or older siblings smoke.

3. To defy authority.
4. Low self-image and self-efficacy skills.
5. Advertisements that portray tobacco as glamorous or macho.
6. They think smoking will be relaxing.
7. They think smoking makes them look adult.

☐ Educational Approach

This curriculum has been strongly influenced by the work of Lewayne Gilchrist and Steven Paul Schinke, et al, at the University of Washington in Seattle. In reviewing the literature on prevention of teenage pregnancy, the authors were impressed with the positive results Gilchrist and Schinke experienced using what they termed a life skills or cognitive-behavioral approach to contraceptive education for adolescents.

This approach maintains that young people need both cognitive and behavioral skills in order to handle sexual and contraceptive issues maturely and responsibly. To develop the necessary cognitive skills, teens must have access to accurate information; be able to "personalize" this information in order to make it part of their lives; and be able to apply this knowledge to their personal decision-making processes. The necessary behavioral skills are communication skills, primarily the assertiveness needed to implement decisions.

The cognitive-behavioral approach also has been successfully used in substance abuse prevention programs by Schinke and Gilchrist as well as Prentz, Wills and Botvin. These programs are based on the premise that teaching young people basic life skills is the best deterrent to substance abuse. As basic life skills, all of these programs include assertiveness; three teach decision-making techniques as well as information related to substance abuse; two teach stress-reduction techniques; and one teaches general social skills. Evaluation of these programs has shown large positive effects on the reduction of one or more substance abuse behaviors.

Because of the proven effectiveness of the cognitive-behavioral approach in substance abuse prevention programs, the authors have drawn heavily on these programs in developing this curriculum. The following items are emphasized:

1. Information

Although information alone does not inhibit young people from initiating the use of substances, accurate information about the negative consequences of substance abuse may strengthen a resolve not to use. In order for information to be used in decision making, however, it must first be perceived as credible. Therefore, rather than having an adult authority figure (in this case, a teacher) present a lecture on the hazards of using these substances, students are asked to develop lists of reasons why most young people choose not to use tobacco and why some young people

do . Since preadolescents' time-frame is immediate, stress is put on short-term rather than long-term effects.

If information is to be acted on, it must be accurately comprehended and stored. Thus, information is reinforced through frequent repetition of critical points. In addition, students' understanding of critical material is checked through periodic quizzes.

If information is to be used as the basis for decision making, students must internalize it. Therefore, students are asked to write out their own reasons for not using tobacco. They discuss these reasons with a support person; they practice stating their opinions by role playing what they would say to a friend who wanted them to use tobacco.

2. Refusal Skills

The greatest emphasis of *Saying No to Tobacco* is on teaching students a variety of communication skills. These skills can then be used to resist tobacco without alienating peers. No judgment is made about which of these responses is best. Rather, it is made clear to students that they should use the response they feel most comfortable with and think will be most effective with their peers.

The responses are:

No statements — responses that clearly say no but in a manner that doesn't jeopardize the relationship;

Broken record — responses that repeat the no statement without making excuses when the other person won't take no for an answer;

Delaying tactics — ways to avoid a situation or delay acting until the person has time to think without directly saying no;

Fogging responses — statements that use humor or tacit agreement when put downs or bullying is being used as presssure.

Positive self-talk — self-affirmations to bolster students' self-confidence in facing difficult situations.

All these skills are first explained and demonstrated by the teacher and then practiced by the students.

Reading Component

The Approach

The Reading Component of the curriculum is the backbone of the program. It can be approached in any number of ways depending upon the class time available, the ability level of students and the books selected. The curriculum activities are appropriate with the informational book, *Tobacco: The Real Story,* and/or the interactive book, *Danny's Dilemma.*

Options

- Read both books in class and conduct a feedback discussion after each book. Allow 3 to 4 class periods.
- Read both books as homework and conduct a class discussion after each book. Allow approximately 10 minutes both to introduce each book and for follow up discussions.
- Read only one book in class and discuss. Allow 1 class period for reading and discussion of *Tobacco: The Real Story*. Allow 2 class periods for reading and discussion of *Danny's Dilemma.*

Outline of Procedure

Procedure	Time	Material
• Introduction to the Unit	5 minutes	None
• Introduction to *Tobacco: The Real Story* (Reading time: approximately 30 min.)	5 minutes	Books for each student
• Introduction to the Interactive Process	5 minutes	None
• Introduction to *Danny's Dilemma* (Reading time: approximately 60 min.)	5 minutes	Books for each student
• Class Discussion	15 minutes for each book	

☐ Introduction to the Unit

Set ground rules for discussing matters related to tobacco use and abuse. It is important for you to be sensitive to the fact that students may have very personal experiences that relate to the subject matter and situations presented. Tell students they should avoid using specific names and incidents in class.

You can suggest that personal concerns be discussed individually with the teacher or with the school nurse or counselor. It is important to show an interest in students' individual problems and concerns. Be ready to make the appropriate referrals when necessary.

1. Explain to students that they are about to start a unit that will focus on tobacco. The purpose of this unit is to help students develop the conviction and skills to say no. They will be reading a book that gives information about tobacco and explains the consequences of using it. It will also describe the pressures on young people to use tobacco and why it can be hard to say no.

   Students will then participate in a series of lessons to develop the skills to say no. The lessons will discuss ways to say no. It is hoped that by practicing those skills, students will be able to avoid tobacco in the future even though other people their age may be using it.

☐ Introduction to *Tobacco: The Real Story*

2. The book you are going to read is about tobacco. It was written to give you some facts about tobacco so you can understand why using it isn't good for your health. It also talks about why some young people use tobacco and why some other young people decide not to try it.

   Read the book and think about all the reasons for not using tobacco. Tomorrow we'll make a class list of all those reasons and then talk about why some young teens use tobacco anyway.

☐ Introduction to the Interactive Process

3. The book you are going to read is about Danny. As you read you will come to a point in the story where the character has to make a decision about whether or not to use tobacco. At that point you will decide what choice the character makes. The book tells you which page to turn to to continue the story based on your decision.

   Read through the story, making the decisions and turning to the page given for your choice. When you finish, it's important that you go back and read the story again making different decisions to see how they affect what happens to Danny.

☐ Introduction to *Danny's Dilemma*

4. Danny's story starts when he is walking home with his friends after basketball practice. Danny really likes playing basketball so he wants to take care of his health so he can play well. That's one reason why he doesn't use dip or smoke cigarettes. Another reason is that his father is very ill with emphysema caused by smoking. Danny knows it is a terrible disease.

   Those sound like very good reasons for not using tobacco, don't they? Well, although these are very strong reasons for Danny, he is about to begin wondering if there aren't some very good reasons to change his mind. Like impressing Sarah Chen, a pretty, clever girl at his school.

   Read and see what happens as Danny makes decisions about using tobacco. Tomorrow we'll talk about the story and the reasons why Danny shouldn't start using tobacco

☐ Class Discussion

5. Ask students if they liked reading the book. Ask what they liked best and what they liked least. If time allows, give students the opportunity to discuss their experience in reading the book.

Lesson 1: Facts and Pressures

Synopsis

Lesson 1 reinforces information about the consequences of tobacco use found in the book students have read. This information is introduced by having students determine why the character shouldn't use tobacco. The homework assignment personalizes the information to their own lives.

Preparation

- Prepare *Reasons Why Chart* on butcher paper (to be saved for later lessons) as modeled on p. 14.
- Review pp. 4-5 for suggested list.
- Make copies of *Facts and Pressures Case Study* and *Homework #1* for each student.

Outline of Procedure

Procedure	Time	Material
• Review Information	15 minutes	*Reasons Why Chart*
• Introduce Case Study	15 minutes	*Facts and Pressures Case Study*
• Discuss Reasons Why	10 minutes	None
• Introduce Homework	5 minutes	*Homework #1*

☐ Review Information — Time: 15 minutes ☐

1. Suggest to students that we hear so much about the problem of teens and tobacco that we sometimes imagine "everyone is doing it." The truth is, many young teens don't use tobacco and there are many reasons why they don't.
2. Refer to chart *Reasons Why Many Young Teens Don't Use Tobacco.* Ask students to think of all the reasons they remember from the book for not using tobacco. List these on the chart. Ask for any others they can think of from their own experience. Add any important factors they miss.
3. When the list seems complete, tell students that despite all these reasons, some young people do use tobacco. Ask them for all the reasons they can remember from the book.
4. On the chart *Reasons Why Some Young Teens Do Use Tobacco,* list all their reasons, adding any important factors they miss.
5. Refer to the lists and emphasize the number of good reasons not to use tobacco. However, many of the reasons why some young people use tobacco feel like strong pressures and can override the greater reasons not to use. Suggest that even when people know they don't want to use tobacco they may still use it because they feel pressured by others or themselves and don't stop to think before they act. Remind students that if they ever feel pressure to use tobacco they should stop and remember all the important reasons they've learned for not using it.

☐ Introduce *Case Study* — Time: 15 minutes ☐

6. Explain to students that in this unit they'll be reading case studies about a young man named Danny and situations in which he feels pressure to use tobacco. After reading this case study, they will decide which factors from their list Danny should consider.
   Note: If students have read *Danny's Dilemma,* you may wish to explain that the case studies are based on situations in the book.
7. Distribute *Case Study* and *Worksheets.* Have students read the story or read it to them. When the story's been read, have the class state the problem in the situation.
8. Divide students into groups of 4-5. Ask them to discuss which reasons from the class list, *Reasons Why Many Young Teens Don't Use Tobacco,* they think will have the strongest influence on Danny's decision. They should agree on and list 3 reasons why Danny shouldn't use tobacco, and 2 pressures they think will have the strongest influence on him to try it. They should be prepared to explain their choices. Give groups 5-7 minutes.

☐ Discuss Reasons Why — Time: 10 minutes ☐

9. Reconvene the class. Ask students to list the reasons they gave for Danny's not using tobacco. As they state their reasons, make a check mark beside the corresponding reason on the class list. Affirm the importance of these reasons.
10. Next, have students list the pressures that are influencing Danny to use tobacco. Discuss which pressures seem the strongest. Ask students why this might be so.
11. Ask students what they think Danny should do; what they think a typical teen might do. If there's a difference, ask them for some reasons why teens may not do what they should.
12. Point out that people sometimes don't do what they think they should because they feel pressured by friends. Or, they may feel pressure to "go along with" their friends to avoid seeming different. This pressure to act in a certain way either because friends are encouraging you to do so or because you think friends want you to act that way is called peer pressure. Point out how Danny was affected by peer pressure.

☐ Introduce Homework — Time: 5 minutes ☐

13. Explain to students that their friends can also help them resist pressures they may feel to use tobacco. Explain that you are giving them a homework assignment to do with a friend so that they can get support for their decision not to use tobacco.
14. Explain that the friend can be a student in this class or a friend, sibling, parent or other relative outside class. Discuss the concept of a signed contract to document an agreement between two parties. In this case, the agreement is between the student and his/her friend to give and accept support to resist using tobacco.

☐ Lesson Summary

Point out that most adults agree that it's not wise for young people to use tobacco and that they give many of the same reasons that are listed on the chart. Because it can be hard for young people to avoid using tobacco, this unit will stress information about the health hazards of tobacco and teach skills for resisting the pressures to use.

Chart — *Reasons Why*

Reasons why many young teens don't use tobacco.

Reasons why some young teens do use tobacco.

Facts and Pressures — *Case Study*

Danny and his friends Anthony and Scott from the basketball team were walking home along with James Price and Matt Burns. Across the street, three girls were leaving the neighborhood Mini Market. "Hey, Matt," said Scott, "isn't that your sister?"

"'Fraid so," Matt replied.

Matt's sister Jessica and her friends Sarah and Michelle started to cross the street. Jessica wanted Matt to take her books home for her since she was going to Sarah's and didn't want to

Danny and his friends Anthony and Scott from the basketball team were walking home along with James Pruce and Matt Burns. Across the street, three girls were leaving the neighborhood Mini Market. "Hey, Matt," said Scott, "isn't that your sister?"

"'Fraid so," Matt replied.

Matt's sister Jessica and her friends Sarah and Michelle started to cross the street. Jessica wanted Matt to take her books home for her since she was going to Sarah's and didn't want to lug them around. Danny knew Scott was interested in Jessica so he spoke up.

"Scott'll take your books, won't you Scott?" He elbowed his friend playfully in the ribs.

As for Danny, he really thought Sarah Chen was something else. He admired her artistic talent and the far-out way she dressed. As the two fell into step with one another, Danny finally had the opportunity to talk to her. "How's it goin'?" he asked.

"Okay," Sarah smiled. "Hey, I heard you got chosen to work on the hallway mural, too." The art classes had chosen their best artists to paint a huge mural in the school's entry hall. It would depict the early history of North and South America.

"Yeah. I'm going to be working on the 'Before Columbus' part. You know, with the Aztecs and Mayans and jungles and all that. It's gonna be far-out."

"All right! I'm working on 'Before Columbus,' too!"

"That's great!"

Sarah reached into the backpack she carried over one shoulder. She took out a package of cigarettes and held it out to Danny. "You want one?"

Danny hesitated. He'd tried smoking a few times because he thought it looked cool. But it made him sick to his stomach. Besides, he'd heard so much about what it could do to you--cancer and heart disease and everything.

"Well, you gonna join me or not?" Sarah was looking up at him. There was a twinkle in her bright, dark eyes.

Facts and Pressures (Continued) — *Case Study*

Now, in small groups, answer the following questions:

Which 3 reasons from the class list should Danny consider in making his decision about the cigarette?

1. _____

_____

2. _____

_____

3. _____

_____

Which 2 pressures might influence him to accept the cigarette?

1. _____

_____

2. _____

_____

☐ Reasons Why — *Homework #1* ☐

Read the case study together, discuss your worksheet and complete the sentence below. Have your friend sign the page before you return it to class.

If I were Danny I wouldn't use tobacco because _____

_____

_____

My friend thinks I shouldn't use tobacco because _____

_____

_____

- -

My friend, _____, and I have read and discussed this worksheet.
(friend's name)
He/she has promised to help me resist the pressure to use tobacco.

_____ _____
Friend's signature Student's signature

Lesson 2: Saying No

Synopsis

Lesson 2 addresses the issue of peer support as a means of avoiding tobacco use and to help friends avoid tobacco use. The concept of making clear no statements is introduced and modeled. Time is allowed for students to practice.

Preparation

- Select three students to read the *Model Role Play* with you and give them time to practice reading their parts.
- Make copies of the *Saying No Case Study* and *Incomplete Role Play* for each student, and four copies of the *Model Role Play*.

Outline of Procedure

Procedure	Time	Material
• Discuss Homework	5 minutes	Completed *Homework #1*
• Develop Peer Support Concept	10 minutes	None
• Identifying Clear No Statements	5 minutes	*Case Study*
• Model Saying No	5 minutes	*Model Role Play*
• Practice Saying No	20 minutes	*Incomplete Role Play*

☐ Discuss Homework — Time: 5 minutes ☐

1. Have students take out *Homework #1.* Ask how many were able to discuss it with a friend. Ask them to share ideas from their friends that were helpful.
2. Ask for volunteers to read their sentences "If I were..." to the class.

☐ Develop Peer Support Concept — Time: 10 minutes ☐

3. Remind students that peer pressure isn't always negative. The homework assignment they did with a friend is an example of positive peer support. The friend who helped them with the homework assignment can influence them not to use substances. They, in turn, can give peer support to others for not using tobacco.
4. Ask students to imagine that they are with their best friend and he/she is about to use tobacco. What could they say to persuade their friend not to use tobacco? Tell students to stop and think before they respond. Ask them to raise their hands when they have an answer. They can refer to the chart of *Reasons Why Many Young Teens Don't Use Tobacco. . .*"
5. Have as many students as possible tell the class what they would say to their friend. Remind them to use "I" messages. Give an example: "I don't think we should use tobacco because..." "Let's go play basketball. I think it's better for our health."
6. Suggest that it's important for students to discuss this unit with their parents and/or other important adults in their lives since these adults may also be able to support them in their decisions not to use tobacco.

☐ Identifying Clear No Statements — Time: 5 minutes ☐

7. Remind students that in the previous lesson they said saying no could be difficult. But, they have all practiced saying no many times. They probably started practicing saying no when they were about two years old. By now they may be quite good at it. Tell them you're going to give them a chance to show how well they can say no.
8. Read *Case Study: Saying No.* Point out that Danny is having difficulty saying no and ask individual students to model how they'd say no if they were Danny.
9. Point out that there are many ways of saying no: e.g. soft nos, strong nos, mean nos, unsure nos, etc. Explain that the skill you want students to learn is how to say no in

a convincing way; a way that lets the person know you mean it, but does not hurt your friendship. Emphasize that a clear no response follows four guidelines:

- No is clearly stated.
- The voice is firm and friendly.
- An "I" statement is used.
- A different activity is suggested.

☐ Model Saying No — Time: 5 minutes ☐

10. Have three students read the *Model Role Play* of Danny saying no with you playing the part of Danny to model assertive voice and posture.
11. When finished, ask the students who played Jeff and Scott if they felt Danny really meant no or if he could have been talked into trying the snuff? Did they still want to be his friend after he said no?
12. Ask the class to point out what Danny said and did to maintain the friendship, while clearly saying no. Discuss Danny's voice, posture, clear statement and friendly attitude. Point out that in saying no to a situation like this, it's very helpful to suggest an alternative activity as Danny did.

☐ Practice Saying No — Time: 20 minutes ☐

13. Distribute *Incomplete Role Play*. Have students finish the script following the four guidelines.
14. Have volunteers read their scripts. Have class comment on their responses, tone of voice, facial expression and posture. Ask the class if:

    - They believe the person means no.
    - They would feel offended by the response.
    - The response followed the guidelines.

Point out to them that by saying no and suggesting an alternative to situations where tobacco may be used, they may encourage other people to say no, too. In that way, they'll be providing positive peer support.

Lesson Summary

Remind students that they are learning to say no to requests or pressure from friends to do things they don't feel they should do. The skills are not to teach them how to say no to their parents, teachers and other adults unless that adult is asking them to do something that would be harmful to their well being. Tell them that in the next lesson they will learn to say no to a peer who won't take no for an answer.

Supplemental Activity

Have students role play in groups of three, two people urging a third person to go to a party where there will be tobacco. They should take turns playing the role of the person saying no. Tell them you will signal when it's time to rotate roles. Remind them to:

- Say no clearly.
- Use a friendly, firm voice.
- Use an "I" statement.
- Suggest a different activity.

Saying No — *Case Study*

Lisa and Danny went to the movies with Scott and Jessica. At intermission one of the guys, Jeff, pulled a small can from his back pocket and asked, "Anyone want some dip?"

Danny watched as Scott took a pinch and put it in his cheek. He'd never tried snuff before and wondered what it was like.

Jeff turned to Danny. "Here Danny, have some."

Danny reached for the can, then hesitated. I better not, he thought. I know it's not good for me. He had the feeling everyone was watching him.

"Hey, this is good snuff, Danny," Scott said. "Have some."

"I don't know," said Danny.

"What's the matter?" asked Jeff. "Haven't you ever had dip before? Come on, try it."

Danny felt embarrassed. Lisa was watching him. The guys were waiting for him to take the dip. He didn't know what to say.

Saying No — *Model Role Play*

Moderator: Lisa and Danny are at the movies with Scott and Jessica. At intermission one of the guys, Jeff, pulls a small can from his back pocket.

Jeff: Anyone want some dip?

Scott: Sure, I'll have some.

Moderator: Danny's interested. He's never tried snuff before and wonders what it is like. He watches as Scott takes a pinch of it. Then he reaches for the can but hesitates. Well, I better not, he thinks. I know it's not good for me. He has the feeling everyone is watching him.

Jeff: "Here, Danny, have some."

Danny: **No thanks.**

Jeff: Hey, haven't you ever tried it?

Danny: **No thanks, I really don't want to.**

Scott: Go on Danny, give it a try. It really gives you a lift.

Danny: **I don't want to. Let's go get some popcorn at the snack bar.**

Jeff: What's the matter, Danny, you chicken?

Danny: **I just don't want snuff, thank you. I've heard about the damage it can do. Anyway, I'd rather have some food.**

Scott: Aw, forget that. Hang around.

Danny: **Well, I'll meet you here after the show, Scott. Later, Jeff. If you guys change your minds, I'll see you by the popcorn counter.**

Saying No — *Incomplete Role Play*

Danny, Scott and Jeff are in the lobby of the theater waiting for Lisa and Jessica. Jeff pulls a small can from his back pocket and offers them some dip. Danny's interested. He's never tried snuff before and wonders what it's like. He watches as Scott takes a pinch of it and then reaches for the can. Well, I better not, he thinks. I know it's not good for me. He has the feeling everyone is watching him.

Jeff: Here, Danny, have some.

Danny: **Hmm...Well...Hmm...**

Jeff: Hey, haven't you ever tried it?

Danny: **(clear no statement)**

Scott: Go on Danny, give it a try. It really gives you a lift.

Danny:

Jeff: What's the matter, Danny, you chicken?

Danny:

Scott: Aw, forget that. Hang around.

Danny:

Remember to:

1. Make a clear no statement.
2. Use a friendly, firm voice.
3. Make an "I" statement.
4. Suggest a different activity.

Lesson 3: The Broken Record

Synopsis

Lesson 3 introduces the concept of the broken record communication technique. Students will see the technique modeled and have an opportunity to practice using it.

Preparation

- Select a student to read the *Model Role Play* with you and give them time to practice reading their role.
- Make two copies of the *Model Role Play* and copies of the *Quiz* for each student.
- Prepare a chart on butcher paper (to be saved for Lessons 8 and 9) with four guidelines for saying no.

Outline of Procedure

Procedure	Time	Material
• Define Broken Record	10 minutes	*Model Role Play*
• Practice Broken Record	20 minutes	None
• Review Techniques	15 minutes	*Quiz*

☐ Define Broken Record — Time: 10 minutes ☐

1. Explain to students that sometimes when friends urge us to use tobacco they won't take a simple no for an answer. When that happens, an effective way to handle the situation is to use a technique called "broken record." Ask students if they've ever heard a record get stuck so that one phrase plays over and over. The broken record communication technique is a way of saying no patterned after a stuck record. It involves repeating a simple, honest refusal without hostility or excuse. For example: "No, I never lend my bike to anyone." "No, I can't do that." "No, I don't use tobacco."
2. Explain to students that a broken record response:
   - Repeats no.
   - Makes an "I statement," which means using I and stating what you will or won't do.
   - Is repeated until you can end the conversation.
3. Have a student read the sample *Model Role Play* with you. Have them take the part of the person making the request while you model a broken record response. Ask the class to identify the "I statement" and describe your tone of voice, posture and facial expression. Ask if they would feel offended by the responses.
4. Give students an example of another situation in which a friend might not take no for an answer, i.e., wanting you to go to a party where tobacco may be used. Have the class suggest a good clear no statement; i.e., "No thanks, I don't want to go to the party," or "No thanks, I've decided not to go to the party."
5. Next, do several broken record role plays by acting the part of a friend giving the invitation and having different students use the no statement to refuse. Beg, plead, flatter, threaten to get them to change their minds. Model this with several students or until class seems comfortable with the role play.

☐ Practice Broken Record — Time: 20 minutes ☐

6. Ask the class to name some favors a friend or classmate might ask of them that they might want to refuse. Suggest examples such as copying answers on a test, sharing lunch, etc. List their examples on the board.
7. Have students form dyads with one person designated A and the other B. Explain that they'll take turns practicing refusing a request with a broken record response.
8. Have student A choose a request from the list. Student B then tries to pressure him/her into that favor (2-3 minutes). Remind the pressuring student to use flattery, threats, whining, etc.
9. Call time and have dyads reverse roles.
10. When students have had a chance to be in both roles, bring the class back together and

discuss how they felt giving a no answer. Ask students:

- Were there responses from your partner that made you more likely to change your mind? Why?
- How did it feel to firmly stand your ground?
- Once you've made a decision, is standing your own ground something you do easily?

11. Remind students that they can use this method to say no to other requests from friends that they don't want to do. Suggest that the good feeling they get from saying no is the feeling of power — power to control their lives instead of giving in to friends.

☐ Review Techniques — Time: 15 minutes ☐

12. Review saying no and broken record techniques with the class.
13. Distribute *Quiz*. Allow 5-7 minutes for students to complete.
14. Discuss each statement with students and discuss why it does or does not meet the guidelines for a clear saying no statement.

    - No is clearly stated.
    - The voice is firm and friendly (message is firm and friendly).
    - An "I" statement is used.
    - A different activity is suggested.

☐ Lesson Summary

Conclude by reminding students that today they practiced saying no in a way that tells a person they mean no without losing a friendship. The broken record can be used with friends who won't take a simple no for an answer. Tell students they did very well in their role plays and that they will have more practice saying no in the next lesson.

Broken Record — *Model Role Play*

Tom: Hey Ben, you want to try a cigarette?

Ben: No, thanks.

Tom: Aw c'mon Ben. You'll like it..

Ben: No thanks. I've decided not to use tobacco.

Tom: What's the matter? You afraid you'll become addicted?

Ben: Could be, so I've decided not to use tobacco.

Tom: Aw, you're just chicken.

Ben: No, I've just decided not to use tobacco.

Tom: Man, I give up on you!

Quiz

Put a check mark beside statements that follow the guidelines for saying no.

_____1. No, you're always asking me for money and you don't pay it back.

_____2. Well, I don't know. Probably not.

_____3. No thanks. I don't want to go to that party. Why don't you come over to my house instead?

_____4. Why don't you go ask someone else?

_____5. No, I've decided I don't want to use tobacco. It's not good for my health.

Lesson 4: Saying No Practice

Synopsis

Lesson 4 reviews saying no techniques and reinforces the commitment not to use tobacco.

Preparation

- Prepare a list of requests to use in round robin role plays.
- Make copies of *Homework #2* for each student.

Outline of Procedure

Procedure	Time	Material
• Review Clear No Statements	15 minutes	None
• Review Broken Record	15 minutes	None
• Reinforce Reasons Not to Use	15 minutes	*Homework #2*

☐ Review Clear No Statements — Time: 15 minutes ☐

1. Remind students that in the last two lessons they practiced saying no to friends who wanted them to do something they felt they shouldn't do.
2. Review the four guidelines for saying no. Do a round robin role play by calling on students and asking them to respond with a clear no statement to requests you make. You may use requests such as the following:
   "Let me borrow your bike."
   "Hey, let's cut school tomorrow and go have some fun."
   "Be a friend and let me copy your homework."
   "Tell my mom we were at the library."
   "Want to try some of my dad's vodka?"
   "I found a pack of cigarettes. Let's go over to the vacant lot and smoke."
   "How about lending me a dollar?"
   "Want to go over to Andy's party with me after school? His parents are out of town."
   Remind them to suggest an alternative activity when it's appropriate.

☐ Review Broken Record — Time: 15 minutes ☐

3. Ask students to explain how the broken record response is different from just saying no. They should understand that broken record is a clear no statement given repeatedly in response to someone who won't take no for an answer.
4. Ask for a situation where a broken record response would be appropriate. Using their suggestion, role play a number of times by making this request of several students. For example:
   Teacher: "How about lending me your bike?"
   "Aw, c'mon, be a friend."
   "I won't be your friend if you don't."
   "You're selfish."
   "You've always let me ride it before."
   "I just need it to ride down to the store."
   "I'll be right back."
   "My bike's broken and I can't get to the store unless you let me use yours."
   "I won't let you see my new video."
   "Please, I'll give you $.50."
   Etc.
5. When students have finished, discuss each statement and why it *is* or *isn't* a clear "saying no" statement.

6. Remind students that by saying no in a clear, friendly way, they will be:

   - doing what's best for their own well being;
   - giving peer support to a friend to help them avoid using tobacco;
   - building an honest friendship in which they can be themselves and not give in to peer pressure.

☐ Reinforce Reasons Not to Use Tobacco — Time: 15 minutes ☐

7. Tell students that this homework assignment will give them a review of reasons for not using tobacco and an opportunity to give and be given peer support for not using it.
8. Distribute *Homework #2* and go over directions. Tell students they'll have some class time to do the first part of the assignment. Ask students to form groups of 2-3.
9. When they've finished, ask for volunteers to read the reason that is most important to them. Ask students not to duplicate what others have said.
10. Have students take their worksheets home to discuss with a friend or family member. Ask them to return the signed worksheets to class.

☐ Lesson Summary

Point out to students how important it is to remember these reasons if they are ever in a situation where they feel pressured to use tobacco. These reasons can help them use the skills they've learned for saying no.

☐ Homework #2 — My Reasons ☐

Now that you know the facts about tobacco, pretend a friend is encouraging you to try tobacco. You know it is not a good idea. Write three sentences explaining why you don't want to use tobacco.

I don't think I should use tobacco because _____

_____

I don't think I should use tobacco because _____

_____

I don't think I should use tobacco because _____

_____

Homework: Discuss your statements with your friend and together think of one more statement.

I don't think I should use tobacco because _____

_____

_____

My friend, _____ and I discussed this worksheet. He/she has promised
(friend's name)
to help me resist pressure to use tobacco.

_____ _____

Friend's signature Student's signature

Lesson 5: Fogging

Synopsis

Lesson 5 introduces a third communication technique: fogging. The technique is modeled and then practiced by the students.

Preparation

- Prepare a chart on butcher paper (to be saved for Lessons 8 and 9) that lists the fogging words.
- Make copies of *Role Plays A* and *B* for each student.

Outline of Procedure

Procedure	Time	Material
• Discuss *Homework #2*	10 minutes	Completed Homework
• Define Fogging	10 minutes	Fogging Words on Butcher Paper
• Practice Fogging	25 minutes	*Role Plays A* and *B*

☐ Discuss *Homework #2* — Time: 10 minutes ☐

1. Remind students of the assignment to discuss the "My Reasons" worksheet with a friend.
2. Have several students read the "I don't think I should..." statement.
3. Ask for ideas from friends about reasons not to use tobacco. Encourage students to talk to their friends about what they're learning in class and to continue to support each other in avoiding substance use. Remind them to talk to their parents or other significant adults who can offer them guidance and support.

☐ Define Fogging — Time: 10 minutes ☐

4. Explain to students that another way to say no is to use "fogging." Fogging can be used in response to putdowns or ridicule used to convince another person to do something he/she may not want to do. Explain that fogging uses agreement and humor—especially joking about yourself—to make it difficult for someone to keep pressuring.
5. Tell students there are eight phrases they can use. Post the *Fogging Words* chart (save for Lessons 8 and 9).

Fogging Words

1. yes
2. could be
3. no
4. whatever
5. maybe
6. wow
7. I'll have to think about that
8. sorry about that

6. To demonstrate the use of fogging, ask several students to challenge you with "What's the matter, are you chicken?" Respond to each challenge with a different fogging statement: "Maybe." "I'll have to think about that." "Could be." etc. Make it clear that a fogging response does not threaten or make fun of the other person. It's purpose is to diffuse the situation without antagonizing an aggressor.

Practice Fogging — Time: 25 minutes

7. To give the students practice, have them use the eight phrases to respond to bullying statements you make as you role play an aggressive bully:

   "Hey, stupid, you sure are dumb."

   "What a stupid looking outfit you're wearing!"

   "You're a real baby."

   "That's a dumb thing to do."

   "Look where you're going, stupid!"

   "You're too dumb to tie your shoes."

   "You're a runt!"

   etc.

8. Tell students they'll have more practice using fogging by working in triads to complete role plays using fogging responses. Divide the class into triads. Give half the triads *Role Play A* and half *Role Play B*.
9. Have students work in their triad to complete the role plays using fogging responses. Tell them they can use the phrases on the list or any others they think would be appropriate. However, they should remember that their responses should not make the other person angry. The purpose is to get out of the situation gracefully.
10. Reconvene class and ask some of the triads to model their completed role play. After each triad, ask students to evaluate whether the fogging statements would get the person out of the situation or make it worse.

☐ Lesson Summary

Suggest to students that some of them will find fogging easy and comfortable to use. Others will find fogging difficult. They may be better at using the broken record tactic. Remind them that they have learned a lot in the past few days that can help them resist pressure to use tobacco. In the next lesson, they'll learn a skill that can help them build their confidence.

☐ Supplemental Activity

Working in groups of 5-6, have students take turns making putdown, bullying statements to other members of the group. The other students will then respond with a fogging statement.

Have students develop role plays depicting relevant situations where fogging might be used as a response.

☐ Fogging — *Role Play A* ☐

Danny and Lisa have gone with Jessica and Scott to the movies. During intermission, the girls come back from the restroom to find Danny and Scott talking in the lobby with some kids from school. One of the guys pulls a can of snuff from his back pocket and offers it to the group. Scott takes some and Jeff holds the can out to Danny.

Jeff: It's your lucky day, pal.

Danny: **You got a winning lottery ticket buried in there or somethin'?**

Jeff: What's the matter? Never tried the stuff?

Danny:

Jeff: Well, well, I think the boy thinks he's a real basketball star.

Danny:

Jeff: Let me tell you, your dribbling ain't ever gonna improve if you don't grow up first.

Danny:

Jeff: Okay, Junior. If you ever want to play with the big kids, let us know.

Danny:

Fogging — *Role Play B*

Danny and Sarah are walking home from school. Danny likes Sarah a lot. Sarah reaches into her backpack and pulls out a pack of cigarettes.

Sarah: You want one?

Danny: Huh? Uh, nah, I only smoke when I'm on fire.

Sarah: Yeah? Well, it looks like you could use a little spark in your life.

Danny:

Sarah: You're crazy. Haven't you ever smoked?

Danny:

Sarah: Well, these really aren't very strong.

Danny:

Sarah: Come on...there's no pressure. I just thought maybe you'd like one.

Danny:

Sarah: Forget it. Next time you're on fire, call me...it'd be great to share a smoke with you.

Danny:

Lesson 6: Delaying

Synopsis

Lesson 6 introduces the delaying technique. Students are given an opportunity to practice using delay tactics in role play situations. A short quiz at the end of the lesson reviews the four communication techniques taught.

Preparation

- Select two students to read the *Model Role Play* with you and give them time to practice reading their role.
- Make two copies of the *Model Role Play* and enough copies of *Role Plays A* and *B* so half of the students have *A* and half have *B*.
- Prepare a butcher paper chart (to be saved for Lessons 8 and 9) that lists delay tactics. See p. 49 for examples.

Outline of Procedure

Procedure	Time	Material
• Define Delaying	10 minutes	*Model Role Play* and *Chart of Delay Tactics*
• Practice Delaying	20 minutes	*Role Plays A* and *B*
• Review	15 minutes	*Quiz*

☐ Define Delaying — Time: 10 minutes ☐

1. Review the saying no skills practiced yesterday. Explain to students that another way to say no to using tobacco is not to get into situations where it's being used. That may mean not hanging out with kids who use tobacco or not going to parties where there's a lot of pressure to use it. However, there are times when people get into situations they didn't expect or where the pressure to use tobacco is strong. For many reasons, it's better just to say no. But people often feel confused and unsure about how to say no and need time to think of what to do. Otherwise they might impulsively make a poor decision. Saying no may also take more courage than he or she feels they have at the moment. In such cases a person might try "delaying."
2. Describe delaying as a way to postpone saying no. Sooner or later they will have to say no, but it can be used to get out of a situation when they don't have the courage to say no or they need time to figure out how to say no. People don't always have to say no—they can sometimes "delay" the issue so that others won't even notice. They can make excuses, "fake it," pretend they have something else to do—whatever they can do to give themselves time to think about how to say no or to get out of the situation.
3. Enact the *Model Role Play*. Take the part of Danny's thoughts and stand behind the person playing him as you play that role.
4. Point out that Danny didn't say no, but he didn't smoke the cigarette either. Ask them to identify what he did to delay.
5. Explain again that a delay tactic is used in order to get time to think so impulsive actions are avoided. It can also be used to get out of a situation when it might be hard to say no. Delaying usually involves making an excuse to get away from the situation. In the role play, Danny used a delaying tactic. He may find that the next time Anthony pressures him to smoke, he'll have to have the courage to be honest.
6. Post the *Delay Tactics Chart*. Read the list and suggest how those tactics might be used to avoid using tobacco. Ask students to imagine themselves in Danny's situation. Using the chart, what other tactics could he use? Encourage them to think of tactics to add to the chart.
7. Tell students the next part of this activity will give them practice using delay tactics.

☐ Practice Delaying — Time: 10 minutes ☐

8. Divide the class into groups of 4-5. Assign each group one of the role plays and have them complete it. Remind them to use the role play you just did as a model.
9. Reconvene class and have the groups share their role plays as time allows. Add any new tactics to the list.
10. Ask students to identify those tactics they feel would work and those that wouldn't. Have them discuss the pros and cons of using delay tactics.
11. Delaying is one way to avoid using tobacco. It may be used to give young teens time to think so they won't act impulsively. It can also be used as a means of getting out of a situation without directly saying no. This can include delaying a response, making an excuse, leaving, or seeming to use tobacco, when in fact avoiding it. Stress that while delaying is not ultimately the best tactic, it can sometimes be a very important one.

☐ Review — Time: 15 minutes ☐

12. Briefly review the four techniques with the class: saying no, broken record, delaying and fogging.
13. Distribute *Quiz*. Allow 5-7 minutes for students to complete.
14. Ask students to read some of their tactics to the class. Discuss:
    a. Was the tactic appropriate for the situation? Would it work?
    b. Would they feel comfortable doing it?

☐ Lesson Summary

Remind students that they now have four different techniques for resisting pressure to use tobacco. Suggest that they practice using these skills any time they feel pressure from peers to do something they don't feel comfortable doing.

☐ Delaying — *Model Role Play* ☐

Danny and his friends are walking home from school. When they get to the Mini Market, Anthony stops.

Anthony: I've got to get some smokes. You want some?

Danny: What?

Danny's thoughts: Oh, no. What am I going to say? These guys think I'm such a wimp because I don't smoke.

Anthony: Do you want some cigarettes, stupid!

Danny's thoughts: Stall him. I need time to think.

Danny: Go ahead and get what you need. I don't know if I have enough money.

Anthony: O.K., but I can lend you the money.

Danny's thoughts: I know that smoking can hurt my game, but it would make me feel older.

Danny: Hey, did you pay me back the $5 you borrowed last week?

Anthony: Sure I did--two days ago. Remember?

Danny's thoughts: I better not start smoking. My dad's sick because of it. I don't want that to happen to me. But I don't have the courage to tell Anthony that.

Anthony: Last chance. You want some cigs?

Danny: Never mind, I think I have some at home.

☐ Delaying — *Role Play A* ☐

Danny and his friends are walking home from school. When they get to the Mini Market, Anthony stops.

Anthony: I've got to get some smokes. You want some?

Scott: Yeah, I'll go in with you.

Anthony: How about you, Danny?

Danny: (delaying)

Danny's thoughts: Oh, no. What am I going to say? These guys think I'm such a wimp be cause I don't smoke.

Anthony: Do you want some cigarettes, stupid!

Danny's thoughts: Stall him. I need time to think.

Danny: (delaying)

Anthony: Come on. Make up your mind.

Danny's thoughts: I know that smoking can hurt my game, but it would make me feel older.

Scott's thoughts: We put a lot of pressure on him to smoke. It's really not fair.

Anthony: Time's up, Danny. Do you or don't you, little guy?

Finish the role play to show what Danny thinks and how he delays. Have Anthony pressure him to smoke. Have Scott give Danny peer support to say no.

☐ Delaying — *Role Play B* ☐

Danny, Sarah and Michelle are sitting in the school library looking at magazines and talking about the mural they are going to paint. Sarah closes the magazine, picks up her purse and stands.

Sarah: Well, that's enough. I need a smoke.

Michelle: I'll join you.

Danny's thoughts: Here it comes. They'll ask me to go have a cigarette. What will I say? I really don't want to start smoking but it would be nice to be with Sarah.

Sarah: Want to come out and have a cigarette with us?

Danny: (delaying)

Danny's thoughts: She'll probably like being with me more if I smoke, too.

Sarah: I really need a smoke. How about you?

Danny: (delaying)

Michelle's thoughts: I don't think he smokes. I wonder why he doesn't just say so. Maybe I can help him. He shouldn't smoke if he doesn't want to.

Danny's thoughts: I wish I knew how to say no and still make her think I'm cool. Guess I'll just have to fake it.

Sarah: Come on, Danny. I'm about to die. Let's have a smoke!

Finish the role play to show what Danny thinks and how he delays. Have Sarah pressure him to smoke. Have Melissa give Danny peer support to say no.

☐ Possible Delay Tactics

You could say:	**You could:**
Maybe later.	Pretend you didn't hear the offer.
Not right now.	Drop something.
Sorry, I have to go.	Take the cigarette and just hold it.
Hey, look what Sam's doing.	Pass it on to someone else.
That's not my brand.	Go to the restroom.
I have to think about that.	Pretend you lost something and have to find it.
Not tonight - I've got a sore throat.	
Not tonight, I just got over the flu.	
I have to leave, be right back.	
Big test tomorrow (or big game tomorrow).	
Not now, I'm busy.	

☐ Saying No Tactics *Quiz* ☐

Read the situations below and write the response you would use to handle the situation. Decide for each situation whether it would be best to say no, delay, fog or use broken record.

1. A friend tries to talk you into going for a ride with his/her older brother. You don't really trust the brother and think you shouldn't go but you don't want to hurt your friend's feelings.

Your response: _____

_____

_____

2. You're at your house with three friends. Your parents will be gone for several hours. One friend has brought some cigarettes and they are being passed around. Everyone is smoking.

Your response: _____

_____

_____

3. Think of a situation where you might have difficulty saying no to a friend. Describe the situation and write your response.

Situation: _____

_____

_____

Your response: _____

_____

_____

Lesson 7: Positive Self-Talk

Synopsis

Lesson 7 encourages students to use positive self-talk to build self-confidence in difficult situations. It introduces the concept of learning from actions.

Preparation

- Make copies of *Case Study* and *Homework #3* for each student.

Outline of Procedure

Procedure	Time	Material
• Define Negative Self-Talk	10 minutes	None
• Define Positive Self-Talk	10 minutes	*Case Study*
• Practice Changing Negative Self-Talk	15 minutes	*Homework #3*
• Discuss Learning From Our Actions	10 minutes	None

☐ Define Negative Self-Talk — Time: 10 minutes ☐

1. Remind students that in previous lessons they discussed peer pressure—the pressure young teens feel from their friends. They practiced responding to this peer pressure by learning how to say no to friends' requests. However, not all pressure comes from other people. We often create our own internal pressure because we want to be like our friends—or like the popular students. Also we often worry about what other people think about us and put pressure on ourselves to act in a way that we think others will like. Sometimes we increase this internal pressure by putting ourselves down, making negative statements about our looks, our abilities, etc.
2. Ask how many have started to take a test and said something like, "I can't pass this test, I don't know the answers!" Or tried something new and said, "Oh, no, I can't do this." Or felt shy about meeting someone new and said, "She/he probably won't like me." These are all self-putdowns and help us fail.
3. Post a chart with the following statements on the board:
   - I'm too clumsy to be a good skater, why bother?
   - No one will talk to me at the party.
   - I'll never be as good a swimmer as Chris. What's the use of trying?
   - I can't do this math. I'll never get it.
   - I'm shy. I can't make friends.
4. Have students suggest how these negative statements can *help* people fail.

☐ Define Positive Self-Talk — Time: 10 minutes ☐

5. Ask students to suggest how negative statements can be changed into positive ones. For example:
   - It looks like fun. I think I'll try. It won't matter if I fall down.
   - I'll find someone to talk to. Everyone else is probably feeling just as shy as I am.
   - I don't have to be great at it to have fun. I'll practice and keep getting better.
   - I've learned harder things than this. I can do it.
   - I've made friends before so I'm not too shy.
6. Distribute *Case Study* and read with class.
7. Ask students what Danny was saying to himself in this situation. Was it a self-putdown (negative statement about self) or positive self-talk (positive statement about self)? Ask how positive vs. negative self-talk might have affected his feelings about handling the situation.
8. Remind them that self-putdowns help people fail while positive self-talk helps people achieve what they want.
9. Generate a list of positive messages, such as "I'm OK." "I can do it." "This is my choice, not theirs." "I have the courage to do this."

☐ Practice Changing Negative Self-Talk — Time: 15 minutes ☐

10. Explain to students that positive self-talk will be especially helpful to them when they are in situations that involve saying no to tobacco. Distribute worksheets and have students work in pairs to complete.
11. Reconvene and discuss. Point out that the important thing about self-talk is to make a statement that helps you feel confident and sure of your ability to handle a situation.
12. Have students take their worksheets home to discuss with a friend or family member. The homework assignment will give them a chance to identify some negative self-talk they give themselves and change it to positive self-talk. Clarify the directions for *Homework #3*.
13. Suggest to students that identifying and changing negative self-putdowns to positive self-talk can help them stay in control of their lives. Controlling negative thoughts can give one power to stay in charge of his/her life in the same way that saying no does.

☐ Discuss Learning From Our Actions — Time: 10 minutes ☐

14. Suggest to students that people, young and old, do not always make the best decisions about how to handle a situation. So it's worthwhile to review our actions and decide whether they were the best way we could have handled the situation. In other words, did the action help us or hurt us?
15. Explain to students that in reviewing our actions we look at what we did and decide:
    - Did I make the best choice?
    - If not, what alternative might have been better?
    - What can I learn from the experience?

    Write these questions on the board.
16. Model this step by briefly describing the actions you recently took in making a decision. Answer the questions based on your decision. It is preferable to model an action that proved not to be the best.
17. Have students think of something they've done lately that didn't turn out well and ask themselves the questions.
18. Have 3-4 students describe their actions and answer the questions.

☐ Lesson Summary

When students have finished, explain that even if our actions were not the best possible, we can learn from them. Because we can learn from all the things we do, we shouldn't put ourselves down when they don't turn out well. They can be "lessons we've learned" instead of mistakes. Then we should give ourselves a positive message about what we learned. Model giving yourself a positive message, i.e., "I'm proud of myself because I learned that..." Have students write themselves a positive message about the lesson they learned.

Danny's Dilemma — Case Study

Danny and Sarah are at the library. They are looking at books to get ideas for a school mural they'll be working on together. Danny really likes Sarah and wants to get to know her better.

Sarah picks up some magazines and begins to thumb through them. Danny notices she is looking at an ad picturing a beach scene. A group of young people look relaxed and carefree. Each of them is holding a cigarette.

Danny looks at the ad. He thinks one of the guys looks kind of like him only a little older. The girls are all smiling at that particular guy. He wishes he could be as cool.

"I'm gonna take a smoke break," Sarah says. "Want to join me?"

Danny gets his jacket and they go outside. Danny thinks about the popular guy in the ad. He really wants Sarah to like him. When Sarah offers him a cigarette, he accepts it.

Making Negative Self-Talk Positive — *Homework #3*

For each negative self-statement on the top write a positive self-statement on the bottom.

negative 1. I won't look cool if I don't use tobacco.

positive 1. _____

_____

negative 2. Maybe someone will talk to me if I offer them a cigarette.

positive 2. _____

_____

negative 3. If I say no to my friends, they won't like me.

positive 3. _____

_____

negative 4. I'd better have a cigarette. Everyone else is smoking.

positive 4. _____

_____

After you've completed this section in class, share it with a friend or family member and complete the second part of *Homework #3*.

☐ Making Negative Self-Talk Positive (Continued) *Homework #3* ☐

Describe to your friend how negative self-talk can make it more difficult to say no to pressures to use tobacco. Read the worksheet and discuss the positive messages you have written.

With your friend's help, make up two more negative self-statements you might make to yourself with the alternative positive self-statements to match.

negative 1. _____

_____.

positive 1. _____

_____.

negative 2. _____

_____.

positive 2. _____

_____.

- - - -

Lesson 8: Saying No Role Plays - Part 1

Synopsis

Lesson 8 provides an opportunity for students to use their acting abilities in order to practice the saying no skills they have learned.

Preparation

- Select two students who will read the *Model Role Play* with you in class. Give them time to practice reading their parts.
- Make three copies of the *Model Role Play* and copies of the *Skills Checklist* for each student.
- Post the charts from previous lessons:
  - Reasons Why. . .Charts (Lesson 1)
  - Guidelines for Clear No Statements (Lesson 3)
  - Fogging Words (Lesson 5)
  - Delay Tactics (Lesson 6)

Outline of Procedure

Procedure	Time	Material
• Discuss Homework #3	5 minutes	Completed Homework #3
• Introduce Role Play	15 minutes	*Model Role Play* *Skills Checklist*
• Prepare Role Plays	25 minutes	Charts from Previous Lessons

☐ Discuss *Homework #3* — Time: 5 minutes ☐

1. Ask students for general feedback about the assignment. Was it helpful? Did they find it easy or difficult?
2. Tell them you'll be helping them change negative self-talk to positive self-talk as it occurs in class.

☐ Introduce Role Play — Time: 15 minutes ☐

3. Sometime before the session, select two students to read the *Model Role Play* with you in class. Give them time to practice reading their parts.
4. Explain that students will be working in groups developing role plays. They can then practice using the skills they've learned during this unit. Tell them that first two students will help you role play a character using the saying no tactics. Ask students to watch the role play to identify the saying no tactics.
5. Distribute the *Skills Checklist* and explain that they should check the skill being used when they observe it.
6. Describe the roles in the situation. Explain that some students will play the role of the inner thoughts going on in the character's head. These will illustrate all the pressures to use and not use tobacco.
7. Enact the role play. Have the "thoughts" stand behind the character they are representing.
8. Have the class identify the saying no tactics used, referring to their checklists. Ask them to suggest how the other saying no tactics might have been used. Have volunteers act them out while you provide the pressure appropriate to require the other tactics.
9. Ask students to keep their checklist for use in Lesson 9.
10. Explain to students that this role play can be a model for them. They can use it to develop a role play illustrating saying no skills.
11. Ask the class to suggest some situations where these skills might be needed. List these situations on the board as ideas for their role plays.

☐ Prepare Role Plays — Time: 25 minutes ☐

12. Divide the class into groups of 4-5. Have them develop role plays using all the appropriate information, tactics and skills they know. Tell them they can use 3-5 people to act out the roles. Suggest 1 person play the character being pressured, 1 or 2 people play the peers applying pressure, and 1 or 2 people play the character's thoughts. Draw their attention to the charts and lists they developed in previous lessons. Suggest they use these lists to help them finish their role plays.
13. Give them the rest of the class period to prepare.

☐ Lesson Summary

Before students leave class, remind them that they will have a few minutes in Lesson 9 to get their role play ready to act out in front of the class.

Saying No — *Model Role Play*

On his way home from school, Danny meets Sarah and her friends. He's been wanting to meet her for some time. They start walking together.

Danny's thoughts: Oh boy, at last I get the chance to meet Sarah. She's really pretty and I think I'd like to get to know her. Hope she likes me.

Sarah: (Reaches into her backpack, pulls out a pack of cigarettes and offers one to Danny.) You want one?

Sarah's thoughts: Maybe smoking will make me less nervous.

Danny: (Looks confused; says nothing.)

Danny's thoughts: Oh no, what do I do now? Maybe I'd better take it so she'll think I'm cool.

Sarah: Well, you gonna join me or not?

Danny's thoughts: I'd better stop a minute and think!

Danny: Wait a minute, did you notice that guy over there? I think he used to go to our school.

Sarah: The one in the blue shirt? Yeah, you remember him. He was in Mrs. McCurdy's class.

Danny's thoughts: Let's see...Last time it made me sick to my stomach. And it tastes awful. I better not.

Sarah: So, do you want one?

Sarah's thoughts: I wish he'd hurry up. I'm getting nervous.

Danny: How long have you smoked them?

Danny's thoughts: But if I say yes, I'll look cool.

Sarah: Quite a while. My sister smokes them, too.

Sarah's thoughts: I hope they make me look cool. But they stain my teeth, too.

Saying No — *Model Role Play* (Continued)

Danny's thoughts: But I don't know. She may like me better if I don't. I'm a pretty nice guy and I don't have to smoke to get her to like me.

Sarah: Last chance, Danny. Take one now or never.

Sarah's thoughts: I bet he doesn't smoke. I wish he had the courage to say so. I think it's cool when people aren't afraid to say no.

Danny: No thanks, Sarah. My dad smokes and when he gets a cold it's really bad. He coughs a lot. So I've decided not to smoke. Why don't we go get a soda?

Danny's thoughts: Whew, got through that. It wasn't bad. She still seems to like me. It feels good to be honest and I feel better than I would if I tried to smoke.

Saying No — *Skills Checklist*

Groups	1	2	3	4	5	6
1. Saying No						
a. Clear no statement						
b. Friendly voice						
c. I statement						
d. Different activity						
2. Broken record						
a. Clear statement						
b. I statement						
3. Fogging						
4. Delaying						
5. Positive Self-Talk						

Lesson 9: Saying No Role Plays - Part 2

Synopsis

Lesson 9 will provide students with an opportunity to practice saying no tactics in familiar situations.

Preparation

- Make extra copies of *Skills Checklist.*

Outline of Procedure

Procedure	Time	Material
• Prepare for Role Plays	10 minutes	*Skills Checklist* from Lesson 8
• Give Role Plays	35 minutes	None

Prepare for Role Plays — Time: 10 minutes

1. Ask students to return to their small groups and take 5-7 minutes to rehearse their role play.
2. Have students refer to their *Skills Checklists* from Lesson 8. Review how to record the tactics and skills they see demonstrated.

Give Role Plays — Time: 35 minutes

3. Have groups take turns role playing their completed script. After each role play, ask students to identify the tactics and skills used. Help the class give the role players feedback on their skills.

Lesson Summary

4. Remind students that these skills may be difficult to use in real life. Reassure students that they have the information to develop confidence and skill in using all the tactics they've been taught. It will just take time and practice.
5. Ask students which skills they think they'll use most; which skills they've already used.
6. Remind students that one of the most important aspects of using these skills is self-confidence. It's important that they continue to be aware of negative messages they give themselves and to change them into positive ones.
7. Remind them that no single skill works all the time, but now they have a choice.
8. Explain to students that there are resources in the community to help young people who have a problem with substance abuse in their homes. Assure them that you or other appropriate school personnel can assist them in seeking help.
9. Though avoiding substance use can be hard, students should be assured that they now have increased skills to help them in a situation that involves tobacco.

Appendix

Curriculum Options

Saying No to Tobacco can be expanded to cover alcohol and marijuana by incorporating an additional reading component before Lesson 4 and Lesson 7. To exercise this option, you will need copies of *Saying No to Alcohol* with *Serena's Secret* and *Alcohol: The Real Story;* and *Saying No to Marijuana* with *Christy's Chance* and *Marijuana: The Real Story.*

The curriculum outline below offers the suggested procedure.

Reading Component to accompany *Saying No to Tobacco*
Flexible time: 1 to 5 days (depending on student ability and in-class or homework reading time).

Options:

1. Read both informational and interactive books in class. Conduct a feedback discussion after each book.
   Classtime: 1 to 2 days--informational book, *Tobacco: The Real Story*
   2 to 3 days--interactive book, *Danny's Dilemma*
2. Read both books as homework. Conduct class feedback discussions after each book.
   Classtime: 1 day--informational book
   1 day--interactive book
3. Read only one book (interactive or informational) in class or as homework and discuss.
   Classtime: 1 to 3 days

Use daily lessons from *Saying No to Tobacco.*

Lesson 1: Facts and Pressures

— Review Information	15 minutes
— Introduce Case Study	15 minutes
— Discuss Reasons Why	10 minutes
— Introduce Homework	5 minutes

Lesson 2: Saying No

— Discuss Homework	5 minutes
— Develop Peer Support Concept	10 minutes
— Identifying Clear No Statements	5 minutes
— Model Saying No	5 minutes
— Practice Saying No	20 minutes

Lesson 3: The Broken Record

— Define Broken Record	10 minutes
— Practice Broken Record	20 minutes
— Review Techniques	15 minutes

Reading Component to accompany *Saying No to Alcohol*
Flexible time: 1 to 5 days (depending on student ability and in-class or homework reading time).

Options:

1. Read both informational and interactive books in class. Conduct a feedback discussion after each book.
   Classtime: 1 to 2 days--informational book, *Alcohol: The Real Story,*
   2 to 3 days--interactive book, *Serena's Secret*
2. Read both books as homework. Conduct class feedback discussions after each book.
   Classtime: 1 day--informational book
   1 day--interactive book
3. Read only one book (interactive or informational) in class or as homework and discuss.
   Classtime: 1 to 3 days

Use daily lessons from *Saying No to Alcohol.*

Lesson 4: Saying No Practice

— Review Clear No Statements	15 minutes
— Review Broken Record	15 minutes
— Reinforce Reasons Not to Use	15 minutes

Lesson 5: Fogging

— Discuss Homework #2	10 minutes
— Define Fogging	10 minutes
— Practice Fogging	25 minutes

Lesson 6: Delaying

— Define Delaying	10 minutes
— Practice Delaying	20 minutes
— Review	15 minutes

Reading Component to accompany *Saying No to Marijuana.*
Flexible time: 1 to 5 days (depending on student ability and in-class or homework reading time).

Options:

1. Read both informational and interactive books in class. Conduct a feedback discussion after each book.
   Classtime: 1 to 2 days--informational book, *Marijuana: The Real Story*
   2 to 3 days--interactive book, *Christy's Chance*
2. Read both books as homework. Conduct class feedback discussions after each book.
   Classtime: 1 day--informational book
   1 day--interactive book
3. Read only one book (interactive or informational) in class or as homework and discuss.
   Classtime: 1 to 3 days

Use daily lessons from *Saying No to Marijuana.*

Lesson 7: Positive Self-Talk

— Define Negative Self-Talk	10 minutes
— Define Positive Self-Talk	10 minutes
— Practice Changing Negative Self-Talk	15 minutes
— Discuss Learning From Our Actions	10 minutes

Lesson 8: Saying No Role Plays

— Discuss Homework #3	5 minutes
— Introduce Role Play Assignment	15 minutes
— Prepare Role Plays	25 minutes

Lesson 9: Saying No Role Plays

— Prepare for Role Plays	10 minutes
— Give Role Plays	35 minutes

Bibliography

Botvin, Gilbert J. and Thomas A. Wills. "Personal and Social Skills Training: Cognitive-Behavioral Approaches to Substance Abuse Prevention" in *Prevention Research: Deterring Drug Abuse Among Children and Adolescents.* National Institute on Drug Abuse Research Monograph Series, Catherine S. Bell, MS and Robert Battjes, DSW, Editors, NIDA Research Monograph 63. 1986, DHHS, Public Health Service, Alcohol, Drug Abuse and Mental Health Administration, National Institute on Drug Abuse, Rockville, MD.

Gilchrist, Lewayne D. and Stephen Paul Schinke, eds. *Preventing Social and Health Problems through Life Skills Training.* Seattle, WA: Center for Social Welfare Research, University of Washington, 1985.

National Institute on Alcohol Abuse and Alcoholism. *Prevention Plus: Involving Schools, Parents and the Community in Alcohol and Drug Education.* Rockville, MD: U.S. Department of Health and Human Services, 1984.

National Institute on Drug Abuse. *Etiology of Drug Abuse: Implications for Prevention.* Rockville, MD: U.S. Department of Health and Human Services, 1985.

National Institute on Drug Abuse. *Prevention Research: Deterring Drug Abuse Among Children and Adolescents.* Rockville, MD: U.S. Department of Health and Human Services, 1985.

Zins, Joseph E., Donald I. Wagner and Charles A. Maher, eds. *Health Promotion in the Schools: Innovative Approaches to Facilitating Physical and Emotional Well-Being.* New York: The Haworth Press, Inc., 1985.

Saying No To Tobacco is the teacher's guide to an innovative new approach to preventing the use of tobacco by preadolescents. Used in conjunction with the interactive fiction book *Danny's Dilemma* and the informational book *Tobacco: The Real Story, Saying No to Tobacco* provides teachers with a structured sequence of classroom activities to help young people resist peer pressure and say no to tobacco.

Based on a cognitive-behavioral approach to education, *Saying No to Tobacco* maintains that young people must have access to accurate information, be able to "personalize" this information in order to make it a part of their lives, and be able to apply this knowledge to their personal decision-making process. They must also be given opportunities to practice their communication skills, particularly the assertiveness and refusal skills necessary to implement decisions and resist peer and social pressure to use tobacco.

Saying No to Tobacco includes:

--Curriculum objectives
--Background information about tobacco
--Teaching activities including case studies, simple role plays and small group discussions
--Handouts and worksheets
--Homework assignments
--Optional activities

Saying No to Tobacco is part of the IT'S YOUR CHOICE series of substance abuse prevention education materials published by Network Publications. Other titles include *Saying No to Alcohol* to be used with the student books *Serena's Secret* and *Alcohol: The Real Story*, and *Saying No to Marijuana* to be used with the student books *Christy's Chance* and *Marijuana: The Real Story*.

ISBN 0-941816-38-9